

NWEA MAP Growth Student Retesting and Make-Up Testing Guidance

Standardized assessment data is collected, analyzed, and used on many grant applications. Given this, we strive to mitigate the need to spoil a student's assessment. Please review the following before requesting a test to be spoiled:

1. If a student has a Catholic Accommodation Plan (CAP) or Individualized Catholic Education Plan (ICEP), has accommodations been documented in the NWEA MAP Growth data management system? Please direct any questions to Margaret Kenney-White, Director for Special Education at kennym@adw.org.
2. Did the teacher/proctor use the “suspend” feature as recommended when it became clear the student was not ready to take the assessment? As a gentle reminder that the “suspend” feature allows an assessment to be paused for up to 28 days, allowing a student to return to the assessment when it works best. This feature should be used if there are individual behavior or environmental obstacles. Directions on how to suspend a test can be found [HERE](#).
3. Please contact Jeremy or Denise with spoiling test requests.
4. Please note that when a student re-tests, the MAP Growth system will choose the test with the lower standard error of measure, or SEM. SEM is an indicator of test precision, and a lower SEM suggests a more precise test score. When comparing the SEM of two tests, NWEA Map Growth round the SEM to 1 decimal place.

Resources

[Setting Up and Ending Testing](#)

[Standard Error of Measurement: Definition and Calculations](#)